Undergraduate Research Training Initiative for Student Enhancement

Technical Webinar
(U-RISE) (T34)

April, 2019
This webinar and accompanying slides are for informational purposes only. They serve as an overview of the T34 U-RISE program and are not meant to be comprehensive in coverage of all required components of an application.

Applicants are responsible for following the instructions detailed in the FOA and any Related Notices.
Presenters

• Anissa J. Brown, Program Officer
• Luis A. Cubano, Program Officer
• Justin Rosenzweig, Grants Management Specialist
• Tracy Koretsky, Scientific Review Officer
• Lee Slice, Scientific Review Officer
Webinar Outline

I. Program Overview

II. Application Overview

III. Budget Overview

IV. Peer Review Overview
Webinar Outline

I. Program Overview
II. Application Overview
III. Budget Overview
IV. Peer Review Overview
Program that seeks to develop a diverse pool of well-trained undergraduates who complete their baccalaureate degree with skills to successfully transition into and complete a biomedical research focused higher degree program (e.g. Ph.D. or M.D./Ph.D.).
Eligibility Information – Institutions

• Awards baccalaureate degrees in biomedical sciences.

• Average institutional RPG funding less than $7.5 million total costs per year over the past 3 fiscal years.

• Only one application per institution is allowed.

• Only one diversity enhancing undergraduate program (either the Maximizing Access to Research Careers [MARC] or U-RISE) per institution.
1. To determine RPG funding, visit **NIH RePORTER**. Select the **Funding** feature.

2. Select **Awards by Location** and enter the institution name in the **Organization** cell. After entering the institution, click **SELECT**.

3. Select the institution from the sub listing provided. **Submit Query**.
4. View funding amount for “RPG- Non SBIR/STTR”. Note: The current FY is the default, select the FY for the last 3 years and calculate the average for each year for all 3 years. For example, for applications submitted in May 2019, use FY 18, 17 and 16 RPG funding.

<table>
<thead>
<tr>
<th>Funding Mechanism</th>
<th>Dollar Amount</th>
<th>Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Research-Related</td>
<td>$675,234</td>
<td>3</td>
</tr>
<tr>
<td>Research Centers</td>
<td>$4,631,159</td>
<td>2</td>
</tr>
<tr>
<td>RPGs - Non SBIR/STTR</td>
<td>$419,536</td>
<td>1</td>
</tr>
<tr>
<td>Training - Institutional</td>
<td>$1,636,379</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$7,362,308</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>
Eligibility Information – Program Director (PD) / Program Investigator (PI)

• The PD(s)/PI(s) must have a regular full-time appointment (i.e., not adjunct, part-time, retired, or emeritus) at the applicant institution.

• Multiple PDs/PIs are encouraged.

Typically, applications submitted by individuals with a history of research funding, mentoring and leadership experience are scored more favorably by reviewers.
Eligibility Information – Supported Trainees

• Must be a citizen, non-citizen national, or permanent resident of U.S.
  ○ Deferred Action for Childhood Arrivals (DACA) students are not eligible.

• Matriculate as a full-time student at the applicant institution majoring in a biomedical science.

• Appointments are normally made in 12-month increments.
Award Information – *Types of Awards*

- **New**
  - Application Due Dates: May 21, 2019; May 21, 2020; May 21, 2021

- **Resubmission**
  - Application Due Dates: May 21, 2020; May 21, 2021

- **No Renewals**
Award Information – *Budget and Project Period*

- **Award Budget**
  - Application budgets are not limited but need to reflect the actual needs of the proposed project.
  - NIGMS expects to fund programs at or below 35 trainees per year, as appropriate to the institutional capabilities.

- **Award Project Period**
  - The maximum project period is five years.
Webinar Outline

I. Program Overview

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IV. Budget Overview
First Step in Preparing an Application

Read the FOA, Notices and SF424 (R&R) Application Guide thoroughly.

Title Format

Use the format “U-RISE at Name of Institution”.

For example, U-RISE at the University of Cubano Brown
Program Plan

*Page limit: 25 pages*

- Training Program
- Faculty, Trainees, and Training Record
- Other Training Program Sections
- Appendix
Program Plan, cont.

Page limit: 25 pages

• Rationale, Mission, Objectives, and Overall Training Plan
• Career Development
• Program Oversight, Participating Faculty Selection, and Mentor Training
• Institutional and Departmental Commitment to the Program
• Training Program Director(s)/Principal Investigator(s)
• Preceptors/Mentors (Participating Faculty)
• Trainee Positions, Recruitment, Retention
• Training Outcomes
• Program Evaluation and Dissemination
The application should describe the current institutional efforts to promote diversity and to create inclusive training environments.

The baseline data, the trainee pool, and institutional context should inform the objectives and the design of the proposed program activities that should include, but not be limited to, Ph.D. completion rates and appropriate time-to-degree. Activities that will offer technical, operational, and professional skills training; and build a strong cohort of research-oriented individuals while enhancing the science identity, self-efficacy, and a sense of belonging among the cohort members should be considered.

Employ evidence-based approaches to trainee learning, mentorship, inclusion, and professional development.

Institutions with funded training programs must justify the need for the U-RISE and explain the ways that the U-RISE program plan is distinct from, but will share resources and synergize with, other training programs at the same institution.

For multi-disciplinary and/or multi-departmental programs, indicate how the individual disciplinary and/or departmental components of the program are integrated and coordinated and how they will relate to an individual trainee's experience.

U-RISE trainees are expected to complete at least one summer research training experience at a research-intensive institution.
# Required Training Data Tables

<table>
<thead>
<tr>
<th>Table</th>
<th>Title of Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Participating Faculty Members</td>
</tr>
<tr>
<td>3</td>
<td>Federal Institutional Research Training Grant and Related Support Available to Participating Faculty Members</td>
</tr>
<tr>
<td>4</td>
<td>Research Support of Participating Faculty Members</td>
</tr>
<tr>
<td>5C</td>
<td>Publications of Those in Training: Undergraduate</td>
</tr>
<tr>
<td>8D Part II</td>
<td>Program Outcomes: Undergraduate, Recent Graduates</td>
</tr>
</tbody>
</table>

https://grants.nih.gov/grants/forms/data-tables.htm

A summary of key data from the tables should also be included in the narrative of the application. Applications that do not include these data tables or include additional tables in the stated section will not be reviewed.
### Required Training Data Tables: 2

#### Sample Table 2. Participating Faculty Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree(s)</th>
<th>Rank</th>
<th>Primary Department or Program</th>
<th>Research Interest</th>
<th>Training Role</th>
<th>Undergraduates In Training</th>
<th>Undergraduates Graduated</th>
<th>Undergraduates Continued in Research or Related Careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abrams-Johnson, Jane</td>
<td>PhD</td>
<td>Asst. Prof.</td>
<td>Pharmacology</td>
<td>Regulation of Synthesis of Biogenic Amines</td>
<td>Preceptor Other Comm.</td>
<td>1</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Jones, Lisa S.</td>
<td>PhD</td>
<td>Res. Asst. Prof.</td>
<td>Biochemistry</td>
<td>Protein Structure, Folding, and Immunogenicity</td>
<td>Preceptor Exec Comm.</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Sandoz, Miguel J.</td>
<td>MD, PhD</td>
<td>Assoc. Prof.</td>
<td>Neuroscience</td>
<td>Developmental Genetics in Drosophila</td>
<td>Preceptor</td>
<td>4</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Thomas, James C.</td>
<td>PhD</td>
<td>Prof.</td>
<td>Biochemistry</td>
<td>Molecular and Genetic Analysis of RNA Viruses</td>
<td>PD/PI</td>
<td>7</td>
<td>10</td>
<td>9</td>
</tr>
</tbody>
</table>
### Sample Table 3. Federal Institutional Research Training Grants and Related Support Available to Participating Faculty Members

<table>
<thead>
<tr>
<th>Grant Title</th>
<th>Award Number</th>
<th>Project Period</th>
<th>PD/PI</th>
<th>Number of Undergraduate Positions</th>
<th>Names of Overlapping Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genetic Basis of Mental Illness</td>
<td>T32 MH02708-07</td>
<td>07/2010-06/2015</td>
<td>Johnson, Albert P.</td>
<td>4</td>
<td>Johnson, Watson</td>
</tr>
<tr>
<td>Research Education Program for Residents in Psychiatry</td>
<td>R25 MH09876-06</td>
<td>07/2013-06/2018</td>
<td>Mendez, Roberto V.</td>
<td>0</td>
<td>Mendez, Rivers, Truesdale</td>
</tr>
<tr>
<td>Career Development in Pediatric Mental Health</td>
<td>K12 HD01234-09</td>
<td>07/2012-06/2017</td>
<td>Sterman, Patricia S.</td>
<td>0</td>
<td>Rubin</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>
### Required Training Data Tables: 4

#### Sample Table 4. Research Support of Participating Faculty Members

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Funding Source</th>
<th>Grant Number</th>
<th>Role on Project</th>
<th>Grant Title</th>
<th>Project Period</th>
<th>Current Year Direct Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jones, Janine L.</td>
<td>NIH</td>
<td>1 R01 GM76259-01</td>
<td>PD/PI</td>
<td>Structure and Function of Acetylcholine Receptors</td>
<td>06/2014–05/2018</td>
<td>$190,000</td>
</tr>
<tr>
<td>Jones, Janine L.</td>
<td>NIH</td>
<td>5 K08 AI00091-03</td>
<td>PD/PI</td>
<td>Purification &amp; Identification of Receptors</td>
<td>11/2012-11/2017</td>
<td>$140,000</td>
</tr>
<tr>
<td>Ehlers, Roger G.-</td>
<td>Univ</td>
<td></td>
<td>PD/PI</td>
<td>University start-up funds</td>
<td>08/2014-07/2017</td>
<td>$350,000</td>
</tr>
<tr>
<td>Mack, Thomas R.</td>
<td>Fdn</td>
<td></td>
<td>PD/PI</td>
<td>Control of Angiogenesis</td>
<td>03/2011-02/2015</td>
<td>$185,000</td>
</tr>
<tr>
<td>Mack, Thomas R.</td>
<td>NSF</td>
<td>PCM 80-12935</td>
<td>PD/PI</td>
<td>Cell Culture Center</td>
<td>12/2012-11/2015</td>
<td>$180,000</td>
</tr>
<tr>
<td>Mack, Thomas R.</td>
<td>NIH</td>
<td>1 P01 HL71802-05</td>
<td>Project PI</td>
<td>Subproject 4: Oncogenic Kit Receptor Signaling in vivo</td>
<td>10/2011-09/2015</td>
<td>$165,000</td>
</tr>
<tr>
<td>Smith, James P.</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zachary, Andrew</td>
<td>NIH</td>
<td>1 U01 AI28507-01</td>
<td>PD/PI</td>
<td>Human Monoclonal Antibodies as a Therapy for Staphylococcal Enterotoxin</td>
<td>07/2013-06/2018</td>
<td>$200,000</td>
</tr>
</tbody>
</table>

**Average Grant Support per Participating Faculty Member:** $282,000
## Sample Table 5C. Publications of Those in Training: Undergraduate

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Trainee Name</th>
<th>Past or Current Trainee</th>
<th>Training Period</th>
<th>Publication (Authors, Year, Title, Journal, Volume, Inclusive Pages)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Layback, Sally G.</td>
<td>Wand, Dennis R.</td>
<td>Past</td>
<td>2000-2001</td>
<td>No Publications: Left program</td>
</tr>
</tbody>
</table>
### Part II. Recent Graduates (Only for New Applications)

<table>
<thead>
<tr>
<th>Trainee</th>
<th>Faculty Member</th>
<th>Start Date</th>
<th>Summary of Support During Training</th>
<th>Degree(s) Received and Year(s)</th>
<th>Topic of Research Project</th>
<th>Initial Position Department Institution Activity</th>
<th>Current Position Department Institution Activity</th>
<th>Subsequent Grant(s)/Role/Year Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith, Calvin</td>
<td>Hughes, Noreen</td>
<td>09/2012</td>
<td></td>
<td>BS 2016</td>
<td>Ribosomal protein synthesis</td>
<td>Graduate Student Dept of Molecular Biology University of Maryland Further Training</td>
<td></td>
<td>NSF Fellowship/PI/2017</td>
</tr>
<tr>
<td>Gomez, Catherine</td>
<td>Zhang, Henry</td>
<td>09/2013</td>
<td></td>
<td>BS 2017</td>
<td>Modulation of host cellular responses</td>
<td>Student University of Arizona College of Medicine Further Training</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Suggested Data Tables

<table>
<thead>
<tr>
<th>Table</th>
<th>Title of Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.1</td>
<td>Undergraduates and Faculty in Participating Biomedical Departments and Interdepartmental Programs</td>
</tr>
<tr>
<td>A.2</td>
<td>Student Population Characteristics</td>
</tr>
<tr>
<td>A.3</td>
<td>Undergraduate Graduation Rates</td>
</tr>
</tbody>
</table>

A summary of key data from the tables should also be included in the narrative of the application.

https://www.nigms.nih.gov/training/RISE/Pages/U-RISE-Sample-Format-Tables-for-Competing-New-Type-1-Applications.aspx
Sample Table A.1. Undergraduates and Faculty in Participating Biomedical Departments and Interdepartmental Programs (Previous Full Academic Year)

<table>
<thead>
<tr>
<th>Participating Department/Division or Program</th>
<th>Total Faculty</th>
<th>Participating Faculty</th>
<th>Total Undergraduates</th>
<th>Training Grant Eligible (TGE) Undergraduates</th>
<th>Total Undergraduates Supported by any Training Award</th>
<th>Undergraduates Supported by this Training Grant (Only Renewals/Revisions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>15</td>
<td>10</td>
<td>300</td>
<td>240</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Chemistry</td>
<td>10</td>
<td>8</td>
<td>100</td>
<td>75</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Physics</td>
<td>5</td>
<td>3</td>
<td>25</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>21</td>
<td>425</td>
<td>320</td>
<td>20</td>
<td>10</td>
</tr>
</tbody>
</table>
### Sample Table A.2. Student Population Characteristics (Previous full academic year)

<table>
<thead>
<tr>
<th>Participating Department or Program</th>
<th>Nationally Underrepresented (UR) Racial or Ethnic Populations in the Biomedical Sciences</th>
<th>Individuals with Disabilities</th>
<th>Individuals from Disadvantaged Backgrounds</th>
<th>Institutionally UR Racial or Ethnic Group(s) in the Biomedical Sciences</th>
<th>Total Undergraduate Unique Individuals from UR Populations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>100</td>
<td>5</td>
<td>45</td>
<td>4</td>
<td>74</td>
</tr>
<tr>
<td>Chemistry</td>
<td>19</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>Physics</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>
## Sample Table A.3. Undergraduate Graduation Rates

<table>
<thead>
<tr>
<th>Participating Department or Program</th>
<th>Undergraduates from well represented (WR) populations</th>
<th>Undergraduates from UR populations</th>
<th>WR UG: Time to Degree</th>
<th>UR UG: Time to Degree</th>
<th>WR UG: 4-Yr graduation rate (6-Yr)</th>
<th>UR UG: 4-Yr graduation rate (6-Yr)</th>
<th>WR Alumni Pursued Advanced Degrees</th>
<th>UR Alumni Pursued Advanced Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>150</td>
<td>150</td>
<td>4.5</td>
<td>4.5</td>
<td>45% (50%)</td>
<td>25% (34%)</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Chemistry</td>
<td>75</td>
<td>25</td>
<td>5.0</td>
<td>5.5</td>
<td>20% (50%)</td>
<td>10% (30%)</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Physics</td>
<td>20</td>
<td>5</td>
<td>5.0</td>
<td>5.5</td>
<td>10% (50%)</td>
<td>5% (20%)</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>
Career Development – *Expectations*

Describe

• how trainees will learn the skills, knowledge, and steps needed to attain positions in the sectors of the biomedical research workforce that are of interest to them.

• how the training program or institution will provide experiential learning opportunities that allow trainees to develop the professional skills and networks necessary to transition into careers in the biomedical research workforce.
Program Oversight, Participating Faculty Selection, and Mentor Training – *Expectations*

Should include:

- the planned strategy and administrative structure to oversee and monitor the program and to ensure appropriate and timely trainee progress.

- the mechanism for matching trainees with the appropriate participating faculty mentors.

- a mechanism to monitor mentoring, including oversight of the effectiveness of the trainee/participating faculty match, and a plan for removing faculty displaying unacceptable mentorship qualities.
Commitment to the Program – *Expectations*

- Describe how the level of institutional commitment to research and training excellence will promote the success of the trainees and training program.

- A letter providing assurances of the institutional commitment *must* be included in the Letters of Support section of the application.
Program Director/ Principal Investigator – 
Expectations

- Has the administrative and training experience to provide strong leadership, direction, management, and administration of the proposed research training program.
- Has a demonstrated commitment to training the next generation of the biomedical research workforce.
- The application **must** describe the administrative structure and leadership succession plan for critical positions.
- NIGMS encourages multiple PD(s)/PI(s) (MPI).
Participating Faculty Mentors – *Expectations*

Describe how:

- the program has or will build a diverse team of participating faculty.
- the faculty will, or continue to, receive training in effective, evidence-based mentoring and teaching practices.
- the faculty are evaluated as mentors and teachers.
Trainee Positions, Recruitment, Retention –
Expectations

- Provide a strong justification for the number of requested trainee positions.
- Describe the plans for a holistic candidate review process.
- Define and justify the selection and re-appointment criteria.
Training Outcomes – *Expectations*

- Provide trainee outcomes for students in similar programs at your institution.
- The rate of Ph.D. degree attainment and time-to-degree for recent graduates. *Data should have institutional comparator groups and the graduation rates for all students in the STEM fields represented.*
- Aggregate data on the diversity of the trainees.

Although the training tables for new applications only allow for five years of recent graduate outcomes, the application may describe up to 15 years of outcomes in the narrative.
# Suggested Data Tables

A summary of key data from the tables should also be included in the narrative of the application.

<table>
<thead>
<tr>
<th>Table</th>
<th>Title of Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.1</td>
<td>Past 5 Year Trainee Record</td>
</tr>
<tr>
<td>B.2</td>
<td>Past 10 Year Trainee Record</td>
</tr>
<tr>
<td>B.3</td>
<td>Past 15 Year Trainee Record</td>
</tr>
</tbody>
</table>

Related Information:
- Map of RISE Institutions [HTML version]
- U-RISE Sample Format Tables for Competing New (Type 1) and Competing Renewal (Type 2) Applications
- R25 RISE Sample Format Tables for Noncompeting Continuation (Type 5) Applications
- TWD Application Forms and Instructions

Visit the following link for more detailed information:
https://www.nigms.nih.gov/training/RISE/Pages/U-RISE-Sample-Format-Tables-for-Competing-New-Type-1-Applications.aspx
### Sample Table B.1. Past 5 Year Trainee Record

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>5 Years: 2014-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainee slots awarded per Notice of Award</td>
<td>36</td>
</tr>
<tr>
<td>Unfilled slots</td>
<td>0</td>
</tr>
<tr>
<td>Trainees appointed (unique individuals)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Trainees who participated in a summer research experience</td>
<td>16</td>
</tr>
<tr>
<td>Trainees who withdrew from the program</td>
<td>1</td>
</tr>
<tr>
<td>Trainees who completed B.S. or B.A.</td>
<td>15</td>
</tr>
<tr>
<td>Trainees who entered biomedical M.S. programs</td>
<td>1</td>
</tr>
<tr>
<td>Trainees who completed biomedical M.S. programs</td>
<td>1</td>
</tr>
<tr>
<td>Trainees who entered biomedical Ph.D. programs</td>
<td>10</td>
</tr>
<tr>
<td>Trainees who completed biomedical Ph.D. programs</td>
<td>0</td>
</tr>
<tr>
<td>Trainees who entered M.D. or D.O. programs</td>
<td>0</td>
</tr>
<tr>
<td>Trainees who completed M.D. or D.O. programs</td>
<td>0</td>
</tr>
<tr>
<td>Trainees who entered M.D./Ph.D. programs</td>
<td>1</td>
</tr>
<tr>
<td>Trainees who completed M.D./Ph.D. programs</td>
<td>0</td>
</tr>
<tr>
<td>Trainees who entered other professional degree programs</td>
<td>1</td>
</tr>
<tr>
<td>Trainees who completed other professional degree programs</td>
<td>0</td>
</tr>
<tr>
<td>Trainees who are in a post-bac program supported by PREP</td>
<td>0</td>
</tr>
<tr>
<td>Trainees who completed PREP program</td>
<td>0</td>
</tr>
<tr>
<td>Trainees in other post-bac programs</td>
<td>1</td>
</tr>
<tr>
<td>Trainees who completed other post-bac programs</td>
<td>1</td>
</tr>
<tr>
<td>Trainees who entered biomedical workforce after graduation (B.S./B.A.)</td>
<td>1</td>
</tr>
</tbody>
</table>
Program Evaluation and Dissemination – Expectations

- Describe the evaluation or assessment process to determine whether the overall program is effective.

- Explain how the plan will effectively track trainee and career outcomes.

- Explain how the PD(s)/PI(s) will share the outcomes of the training or mentoring interventions.

Evaluation costs are allowed typically up to a maximum of $3,000 for the 5-year project period.
Biographical Sketches

• Provide biographical sketches for:
  - PD/PI
  - Program Coordinator
  - All Key Personnel
  - Program Faculty / Mentors

• New Biosketches are limited to five pages -

• FOA specific requirement:
The personal statement should describe a commitment to scientific rigor, training, mentoring, as well as to promoting inclusive and supportive scientific environments.
Other Attachments

- Advisory Committee (1 page maximum)

- Recruitment Plan to Enhance Diversity (3 page maximum)

- Trainee Retention Plan (3 page maximum)

- Outcomes Data Collection and Storage Plan (2 page maximum)

- Dissemination Plan (1 page maximum)

If these attachments are not included, the application will be considered incomplete and will not be reviewed.
Recruitment Plan to Enhance Diversity

• Page limit: 3 pages

• Include outreach strategies and activities designed to recruit potential training program candidates who are from:
  ○ diverse backgrounds, including underrepresented racial and ethnic groups;
  ○ first generation college students;
  ○ students from low socio-economic backgrounds; and
  ○ individuals with disabilities.


If this attachment is not included, the application will be considered incomplete and will not be reviewed.
Trainee Retention Plan

• Page limit: 3 pages

• The trainee retention plan **must** describe efforts to sustain the scientific interests, as well as the academic, and research progress of trainees.

If this attachment is not included, the application will be considered incomplete and will not be reviewed.
Outcomes Data Collection and Storage Plan

• Page limit: 2 pages

• The applicant **must** provide a plan to track the outcomes for all supported trainees for a minimum of 15 years beyond the trainee’s participation in the program.

• Describe how the data will be centralized, safeguarded, and retrievable during leadership changes (1-page maximum, part of the 2 pages).

If this attachment is not included, the application will be considered incomplete and will not be reviewed.
Dissemination Plan

• Page limit: 1 page

• A specific plan **must** be provided to disseminate nationally any findings resulting from, or materials developed under the guidance of the research education program.

If this attachment is not included, the application will be considered incomplete and will not be reviewed.
Letters

- Institutional Support Letter (10-page maximum) **must** be attached as part of Letters of Support.

- Institutional Eligibility Letter (1-page maximum) **must** certify eligibility.

  If these letters are not included, the application will be considered incomplete and will not be reviewed.

- **Other Letters of Support (no page limits)**— can be included, but should include distinct information for the required details of the Institutional Support Letter.

  Combine all Letters of Support into a single PDF file.
Institutional Support Letter

- Page limit: 10-pages
- Describes the activities and resources provided by the institution.

As applicable, the letter should address how the institution:

- Supports core facilities and technology resources that can enhance training
- Provides staff, facilities, and educational resources to the planned program
- Supports the PDs/PIs and other staff associated with the planned program
- Ensures that faculty have protected time for mentoring, training, and research
- Fosters and rewards excellence in training and mentoring
- Promotes diversity and inclusion at all levels of the research training environment
- Ensures that facilities promote the safety of trainees
- Ensures that facilities are accessible to trainees with disabilities
- Promotes a positive, supportive, and inclusive environment
- Ensures trainees access to student support services
- Ensures that trainees will continue to be supported when they transition from the training grant to other funding sources
- Provides resources for evaluating the training outcomes of the program
- Explain how the program will synergize and share resources
- Explain how the faculty, pool of potential trainees, and resources are sufficient
Plan for Instruction in the Responsible Conduct of Research

• Page limit: 3 pages

• All applications must include a plan to fulfill NIH requirements for instruction in the Responsible Conduct of Research (RCR).

• The plan must address the five required components:
  1) Format
  2) Subject Matter
  3) Faculty Participation
  4) Duration of Instruction
  5) Frequency of Instruction

Applications lacking a RCR plan will not be reviewed. See NOT-OD-10-019 and NOT-OD-16-122 for more details.
Plan for Instruction in Methods for Enhancing Reproducibility

- Applicants are **required** to provide a Plan for Instruction in Methods for Enhancing Reproducibility.

- The plan **must** describe how trainees will be instructed in principles important for enhancing research reproducibility.

  If this plan is not included, the application will be considered incomplete and will not be reviewed.
Rigor & Reproducibility Resources

- NIH Website on Rigor and Reproducibility:
  https://www.nih.gov/research-training/rigor-reproducibility

- Clearinghouse for R25 Training Modules:

- NIGMS Administrative Supplements:
  https://www.nigms.nih.gov/training/instpредок/Pages/rigor-rep.aspx
Appendix

• **Required** Appendix materials:
  - Required Training Activities
  - Responsible Conduct of Research Syllabi
  - Trainee Selection and Appointment Procedures (3 pages maximum)

• **Allowable** Appendix Materials:
  - Elective Activities
  - Evaluation and Assessment Instruments (Blank rubrics and forms)
  - Conflict Resolution Protocols (3-page maximum)

*Non-compliant due to missing required and/or exceeding the allowable appendices or the page limitation will not be reviewed.*
Common Pitfalls

• Not reading the FOA and Notices thoroughly.
• Not following the FOA and Notices instructions.
• Specific aims do not align with institutional assessment and resources.
• Proposed program lacks novelty and innovation.
• Incomplete and/or complete tables that don’t align with institutional self assessment and proposed program.
• Failure to state program challenges/needs and strategies to address them.
Webinar Outline

I. Program Overview
II. Application Overview
III. Budget Overview
IV. Peer Review Overview
Budget Overview
Budget - Participants

• Support is allowed for students in the form of stipend.
• Students may be supported on U-RISE funding usually up to three years.
• Students may not concurrently hold another federally sponsored award that duplicates U-RISE support.
Stipends, Tuition, and Fees

- Kirschstein-NRSA awards provide stipends as a subsistence allowance to help defray living expenses during the research training experience.

- NIH will contribute to the combined cost of tuition and fees at the rate in place at the time of award.

- Stipend levels, as well as funding amounts for tuition and fees are announced annually in the NIH Guide for Grants and Contracts, and are also posted on the Ruth L. Kirschstein National Research Service Award (NRSA) webpage.
Trainee Travel

• NIGMS will provide up to $1,000 per trainee to travel to scientific meetings or training experiences that will enhance scientific development, build science identity, create a sense of belonging in the scientific community, and build professional networks.

• For U-RISE-supported institutions outside the continental United States, $1,250 for travel per trainee will be provided.

• NIGMS will also provide funds for the summer research training experience for up to 50% of the awarded number of U-RISE trainees at the time the competing award is made.

• Funds for the summer research experience will be provided as follows: $3,000 per U-RISE trainee, to be used in accordance with the institutional policies as a per diem for a period of up to ten weeks; and an additional $500 for travel to and from the host research training.
Training Related Expenses

- TRE that may be requested is limited to a maximum of $10,000/trainee/year.

- TRE funds may be used for costs associated with skills development training activities; seminar speakers; and with training or mentoring interventions.

- Limited program evaluation costs (typically up to $3,000 for the 5-year training grant period).

- Other program-related expenses may be included within the budget for training-related expenses.
Personnel Effort

• TRE funds may be used for personnel costs/staff salary. Typically, salary support for the PD/PI/co-Investigators (or in a combination of multiple PD(s)/PI(s)/co-Investigators) does not exceed 1.8 person months (i.e., 15% effort on a 12-month basis) in total, depending on the size and scope of the program.

• Typically, the total combined salary support for other administrative personnel (e.g., program administrator/program coordinator and/or program assistant/clerical support) does not exceed 3.0 person months (i.e., 25% effort on a 12-month basis) depending on the size and scope of the program.
xTrain for Student Appointments

• All U-RISE participants must have an appointment form submitted through the eRA Commons to xTrain before they may receive their stipend.

• If participants cannot continue in the grant program for the full appointment period an amended appointment must be submitted to xTrain with the correct appointment period.

xTrain Web Page - application guide, quick reference sheets, FAQs, training materials: https://era.nih.gov/services_for_applicants/other/xTrain.cfm

Appointments are normally made in 12-month increments.
Webinar Outline

I. Program Overview

II. Application Overview

III. Budget Overview

IV. Peer Review Overview
Peer Review Overview
Peer Review

• Please read the review criteria while preparing your application to make sure all of the required information is included.

• Review panel will assess your application against the review criteria.
Peer Review, cont.

- U-RISE applications reviewed by one of two standing NIGMS review committees: TWD-C and TWD-D.
  www.nigms.nih.gov/Research/application/Pages/reviewcommittees.aspx

- Committees are equivalent: applications assigned to one of two committees to balance conflicts and workload.

- Receipt letter from scientific review officer will provide information about meeting dates, instructions for providing updates, link for committee roster, and people to contact during the review and post-review process.

- Scores and summary statements accessed through PI’s eRA Commons account.
Peer Review, cont.

All from PAR Section V under Application Review Information

Scored Review Criteria:
- Training Program and Environment
- Training Program Director(s)/Principal Investigator(s)
- Preceptors/Mentors (Participating Faculty)
- Trainee Positions, Recruitment, and Retention
- Training Record

Additional Review Considerations: Acceptable/Unacceptable
- Recruitment Plan to Enhance Diversity
- Training in the Responsible Conduct of Research
- Training in Methods for Enhancing Reproducibility
- Budget and Period of Support
Formatting Tips

Check Application
- Allow enough time to carefully check application after submission. We cannot accept any missing items after the receipt deadline.

Page Limits
- Supply all requested materials within page limits.
- Do not “overstuff” sections that don’t have page limits or use appendices to get around the limits.

Appendices
- Note that the Appendix should only be used in circumstances covered in the NIH policy on appendix materials and as the FOA specifically instructs applicants to do so.
Application Preparation Tips

Content
• Read the program announcement and ensure that your application contains the necessary elements.
• Successful submission through Grants.gov and eRA Commons does not mean appropriate responsiveness to the program announcement.

Context
• Present the institutional framework and environment of your program.
• Be realistic in your program’s goals.
Application Preparation Tips Cont.

Comprehensive

• Address all of the requirements of the program announcement.
  ○ For example:
    • Institutional baseline data
    • Detailed evaluation plan

• Describe how your program “works”
  ○ For example:
    • How are students recruited and selected? By whom?
    • What does the advisory committee do? How often do they meet?
    • How have you used evaluation information in designing/improving your program?
Application Preparation Tips Cont.

Clear

• Don’t bury important information.

• Don’t expect reviewers to “read between the lines” to figure out what you are proposing.

• Present outcomes data in a straightforward manner:
  • Don’t exaggerate.
  • Don’t hide data (reviewers will “do the math”).
  • It is far better to present results as they are and address how the program aims to improve.
Application Preparation Tips Cont.

Current
• Make sure faculty biosketches are up-to-date, in correct format, and relevant for training program
• Provide data on current and prior students
• Use the most recent institutional data

Consistent
• Data in tables and text should match
• Data should be consistent across tables
• Match justification to budget items
• Refer to the correct program in text and tables
• Include a timeline for the activities
## Review Process: Usual Timeline

<table>
<thead>
<tr>
<th>Timeframe (from submission date)</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 2 months</td>
<td>Referral</td>
</tr>
<tr>
<td>2 – 6 months</td>
<td>Review Panel</td>
</tr>
<tr>
<td>6 – 7 months</td>
<td>Summary Statement Available</td>
</tr>
<tr>
<td>7 – 8 months</td>
<td>Advisory Council</td>
</tr>
<tr>
<td>8 – 9 months</td>
<td>Funding Decisions</td>
</tr>
<tr>
<td>9 – 10 months</td>
<td>Award Start Date</td>
</tr>
</tbody>
</table>
Critical Deadlines

• Letter of Intent Due Date(s)
  • Not Applicable

• Application Due Date(s)
  • May 21, 2019

• Earliest Start Date
  • May 2020
For additional information

- Funding Opportunity Announcement (FOA)  PAR-19-218
- Notices
- RISE Website
- Frequently Asked Questions – Application Guide, Electronic Submission of Grant Applications
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Thank you!